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ABSTRACT

A work conference titled "Planning to Implement Career Education" was developed as one of several scheduled activities of the project, State Leadership in Implementing Career Education (see CE 024 345). The target population of the work conference was the state coordinators of career education and state plan directors. Thirty persons, representing twenty-six states, federal offices, and other organizations took part in the conference. A process evaluation was employed to assess the presenters, participant reaction, conference leadership and support, conference materials, conference format and scheduling, and context factors. Overall, the conference was considered a worthwhile experience for the majority of those in attendance. Recommendations were made based on this evaluation for planning future staff development programs. Some of these recommendations included the following: (1) workshop objectives should be clearly defined, stated in writing, and disseminated to participants at least two weeks in advance of the workshop/conference; (2) if the focus of the workshop/conference is on an area where the majority of the group may have some expertise and knowledge, an assessment of the extent of this knowledge base should be conducted prior to the opening of the workshop/conference; and (3) workshop/conference sites should be selected with a number of criteria being considered, such as accessibility by public transporation and size and comfort of meeting rooms. (BM)

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PLANNING TO IMPLEMENT CAREER EDUCATION

A Process Evaluation of A Work Conference for State Coordinators of Career Education and State Planning Project Directors

Windsor Locks, Connecticut April 4-7, 1978

An Activity of the Project,

"State Leadership in Implementing Career Education"

Prepared by

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for the

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PLANNING TO IMPLEMENT CAREER EDUCATION

Introduction

The work conference on "Planning to Implement Career Education" was developed as one of several scheduled activities of the project, "State Leadership in Implementing Career Education", which is funded by the U.S. Office of Education, Office of Career Education, and administered by the Council of Chief State School Officers.

The target population of the work conference was the State Coordinators of Career Education and State Plan Directors. The conference was endorsed by the Committee on Career Education of the Council of Chief State School Officers.

The conference was attended by 30 persons, representing 26 states, Federal offices, and other organizations. A roster is included in the Appendix of this paper. Connecticut served as the host state.

The Director of the Chief State School Officers' Career Education Project expressed an interest in having this staff development activity examined by an outside observer from a process evaluation perspective in addition to utilizing the traditional approach of seeking the participants' written evaluations at the end of the conference. The insights gained from each of these evaluative modes will be integrated into the planning and development of future staff development activities associated with the Career Education Project.

Methodology

The methodology employed for the process evaluation of the work conference on "Planning to Implement Career Education" encompassed the following elements and their indicators:

1. Assessment of Presenters. The impact and effectiveness of each presenter was assessed by the process observer in terms of the following indicators:

   - interactive behaviors
   - communication skills
     - conciseness
     - specificity
     - active listening
   - task orientation
     - clearly stated objectives
   - receptivity to participants' needs
   - knowledge base re Career Education

2. Assessment of Participants' Reactions. Three participants were randomly selected by the process observer to respond to an Index of Interactive and Participatory Behaviors. (A copy of this instrument is included in the Appendix.) In addition, all participants were observed in terms of:

   - non-verbal behaviors of individuals
   - intercommunication between participants
   - interaction with presenter(s)
   - group restlessness and attention levels
   - attendance attrition rate
   - process observer's informal conversations with participants
   - participants' comments, both verbatim and paraphrased

3. Conference Leadership and Support.

   - sensitivity to participants' needs
   - group maintenance functions
   - adaptability/flexibility to exigencies

4. Materials.

   - relevance and appropriateness
   - utility
   - clarity

5. Conference Format and Scheduling.

- realistic time frames for activities
- opportunities provided for informal social interaction

6. Context Factors. The environment and atmosphere within which a conference is conducted impacts significantly upon the group process in terms of the participants' reactions, receptivity, and productivity. The following context factors were assessed in this process evaluation:

- conference facilities
- meeting room acoustics
- temperature control
- distractions, noise and interruptions
- placement of furniture
- food: quality, quantity, service, and costs.

This report is organized according to the chronological sequence established in the printed program agenda, a copy of which is included in the Appendix.

A word of caution must be noted by the reader. In most instances, a process observation is a highly subjective and speculative interpretation. In no way is this report represented to be any more or less than the interpretation of an experienced observer who endeavored to be as unbiased and objective as possible in a very subjective task. The index instrument used (along with the observations made by the selected participants who completed the instrument), and the identification of the elements and indicators examined by the process observer, provide evidence of the objective strategies employed in the preparation of this report.

Observations

April 6, 1978, Morning Session. Process: The actual program varied slightly from the printed program, in that the conference host,

Saul Dulberg, not only presented the welcoming remarks, as scheduled, but also conducted the introductions. He did so in a unique manner which personalized a procedure which is generally handled, in most conferences/workships/seminars, in a perfunctory and nonproductive manner. Each participant was introduced to the group by name, with a brief comment on the person's number of years of experience working in Career Education, name of the state or organization which the individual represented and their position held, significant contribution(s) made to the cause and progress of Career Education, and any other interesting/relevant information. All of this was done without the benefit of name cards or other obvious, visible, identification. A couple of lapses of memory and one instance of using an incorrect first name were handled by the host with grace and good humor. Dr. Dulberg's personalized approach made each person in the room -- participants, consultants, visitors -- feel acknowledged and recognized as being contributors in their own right toward accomplishing the mission and goals of Career Education. He thus established a warm rapport with and among the group members.

The Director of the Chief State School Officers' Career Education Project, David Jesser, followed with an overview of the conference. He emphasized that one of his objectives for the conference was to "...create the atmosphere of the power and strength that exists in this group". Dr. Jesser touched briefly upon some of the progress made in the area of Career Education. In the absence of Ms. Anita Barber, who was unable to attend due to illness, Dr. Jesser introduced William Cook, the consultant who would be making both the morning and afternoon presentations for the first day of the conference.

The stated topic for the Thursday morning session was "Managing a State Plan". The afternoon session was entitled "Applying Management Principles to State Plans". Dr. Cook was particularly well-suited to the task of coalescing management concepts and principles with the field of Career Education, for not only is he a management specialist and consultant in private practice, he has taught a variety of management subjects at institutions of higher education and is the Chairperson for the Alabama State Advisory Council for Career Education, Montgomery, Alabama.

Dr. Cook began the first session by involving the participants in identification of the major and secondary problems currently existing in Career Education. There was unanimous agreement that the single major problem was the lack of state and Federal funds. Thirteen secondary problem areas were listed. (The list of problem areas in included in the Appendix.)

Dr. Cook then made some observations about the list of problems. He categorized them into seven basic areas, with time, people, and money being combined into one category. He then presented his viewpoint on the distinction between the terms "administrators" and "managers". The participants should not, according to Dr. Cook, think of themselves as administrators, for people who shape and control the elements of time, people, and money become managers. He also emphasized that although the general principles are understood, application of the principles varies because we come from diverse organizations.

Throughout the early stages of Dr. Cook's presentation, a general level of interest was maintained by most of the group, but for those

individuals who appeared to be highly task-oriented, some degree of frustration and impatience began to be evidenced, through non-verbal behaviors such as restlessness, slowness of response, "doodling" on note paper, as well as occasional dialogue with seat partners. They were not quite sure where he was leading the group or of his purposes.

It was only after Dr. Cook made his presentation objectives clear that he had the concerted attention of the group. He accomplished this by stating that he intended to "...familiarize you with some management concepts... bring the best thinking available" to help the group members to develop their own system of management... to "open some doors to things - to know, essentially, the principles of the management process".

By asking for a show of hands, Dr. Cook established that eight participants had had some kind of management training; two individuals held a B.A. in Business Management. This disclosure dramatically reinforced his next presentation point: Most Career Education Coordinators have not had courses in business management. He then took a very positive action by clearly stating his reasons for talking about management: 1) "...recognize (our) diverse and far-flung responsibilities...work with personnel, such as local coordinators, representatives of business and industry, and the P.T.A."; 2) "...active vs. passive role - must develop creativity and alternatives - must legitimately 'build empires' - must get Career Education into everything". He stressed that the participants must really believe in fusion - (we) cannot be passive if we really believe in Career Education.

At this point, Dr. Cook elicited comment and initiated dialogue

with the participants. The interaction was excellent, and the strategy was well-timed, for it strengthened the general attention level of the group. He adroitly built on the comments of the participants to lead into the topic of motivation. Using Maslow's hierarchy of needs, he developed the topic to show the correlation between managing and motivating people.

During this particular segment of the presentation, Dr. Cook's eye contact with the participants was very good. His delivery, in terms of clarity and pace, could have been slightly more low-key -- however, one of the factors which helped make Dr. Cook so effective in working with the group was his knowledge and expertise in the field of Career Education, coupled with his zeal for the subject. This surfaced just before the coffee break, when he asked the group to think of their purpose in Career Education: What would they say about it, in twenty-five words or less? He spoke of a "spiritual level of commitment", stressing that each one, himself included, was committed to a cause beyond themselves. He also reminded them that if their purpose was not consistent with what they were doing, they should get out of whatever it is that they were engaged in.

Dr. Cook summarized briefly, and made the point that the participants are not only Career Education Coordinators and Planning Project Directors; they are also Career Education <u>managers</u>.

There was good participant interaction and social exchange during the coffee break. The group was very ready to get up and move around -- they had been sitting for over two hours and were getting restive.

When the group reconvened Dr. Cook introduced the classic ranges

of management philosophies and styles, from autocratic at one end of the continuum to laissez-faire at the other end. He talked about the "Cook Personality Profile" -- the four characteristics that a person can have:

- clever
- stupid
- aggressive
- lazy

An individual can only have two of these characteristics at a given time.

He then gave the group a description of twelve different styles of management. While there was much of value in this material, several things impacted negatively upon his presentation:

- Dr. Cook read the material to the group, prefacing his doing so with the comment, "I'll read it to you because I can't remember all this".
- Not only did he read it, he read it too rapidly, affecting the clarity and group absorption -- some individuals were trying to make notes, and his rapid delivery made the task very difficult.
- The source of the material was not identified.

One of the reasons for the rapid reading and apparent feeling of pressure may have originated in Dr. Cook's awareness of the time constraints; he made several references to the lack of time.

A very good strategy which he used jsut before announcing the break for lunch was the setting of the agenda for the afternoon session. In so doing, Dr. Cook announced that he planned to cover the areas of planning, organizing, staffing, directing, and controlling.

Context Factors: The general environment was not facilitative toward achieving maximal group process and interaction. A frequent source

of interruption and distraction was the public address system. Many individuals (in actuality, the number was probably quite small -- it just seemed to be many!) were paged during the course of the morning. Dr. Cook coped well with the situation.

The room temperature was uncomfortably cold. Several individuals attempted to adjust the temperature controls; their efforts were slightly successful.

The tables and chairs were arranged in a formal classroom style, which required Dr. Cook to restrict his field of movement -- he was literally and figuratively at "the head of the class". The furniture arrangement also tended to inhibit spontaneous expression and interaction from some of the participants. A few were even observed raising their hands before speaking. At least one of the selected observers indicated the room arrangement to be a negative influence: "... I think (it) inhibited group participation".

April 6, 1978, Afternoon Session. Process: The session began with Dr. Cook providing a brief recapitulation of the objectives for the afternoon session. He expanded them to include the mechanics -- the "how" -- by which the objectives were to be accomplished. These included: Group participation; practical approach, with a discussion in theoretical terms; breaking into small groups; and by making situational observations, in which each small group would address the identification of three problems and make three observations related to each problem and/or the possible solutions.

Dr. Cook then began the lecture on the first of the afternoon's agenda areas: Planning. The presentation was built around the ten bas-

c elements of planning, beginning with the development of a system of values or beliefs -- a creed ("I'm going to talk to you as though I was talking to a corporation or private organization"); mission identification; statement of policy; identification of strengths/weaknesses; analysis of the environment ("...not physical environment... social, technological, and political factors that impact upon educational trends"); analysis of competition ("according to - in relation to - your strengths/weaknesses -- competition for ideas as well as funds"); statement of objectives ("This is where you guys cop out!") -- must be quantifiable, measurable -- there are four ways you can measure things: Quantity, quality, time and money; development of strategies ("...the how to"); programs ("will grow out of strategies"); and the development of the Action Plans. ("Action plans are a sort of a job description.") The Action Plans should contain the following information: 1) Schedule of when it is to be accomplished; 2) who is to accomplish it; 3) what is it going to cost; and 4) what are the benefits.

At that point, one participant requested clarification between objectives and strategies. Dr. Cook addressed the question, but there still appeared to be some small amount of concern/anxiety on the part of a few members of the group. (Observer's note: The concern about objectives and the different interpretations related to using the term was to surface the following day, especially in reference to the difference between goals and objectives, although no one appeared to be unduly confused at the moment.)

Dr. Cook then divided the participants in four small work groups and gave them the following 3-step assignment:

- Develop a single statement for each element of planning.
- Evaluate this approach for the organization.
- Identify three problems of planning from (your) own experience.

While the small groups were working, Dr. Cook was available as a resource person if any of them needed help; several of them did seek his assistance.

When the groups had reassembled, Dr. Cook asked them to analyze the group process(es) they had used: "Did you arrive at a group consensus as to who was the leader?" The replies were varied, and were not specifically related to the question. The question had taken the groups by surprise, and they did not have an agreed-upon response. Among the responses were the following comments:

- "problems or urgency and time, but had good input"
- "similar but different points of view -- couldn't get together -- difficult process"
- "ours was a group of divergent thinkers"

Dr. Cook identified for the group that they had been experiencing "synergism". He briefly discussed the concept.

One participant made the comment that "...variables are not controllable - creates unreal result. ...group from same locale would have achieved a better result". Dr. Cook responded by stressing that it was the process he was primarily stressing: "--how you apply...product is how you respond and apply in your own situation".

The groups made their reports. There was an excellent level of interest, dialogue and interaction maintained.

Dr. Cook followed up the group reports with a brief overview of basic organizational theory and a recap of the points covered earlier in

the day. He stressed that organizational structures are:

- functional
- capable of maximum utilization of the people involved
- complete
- results oriented (interested in getting the job done, not status)
- dynamic

The participants were again divided into work groups, but with different membership in each group than before. They were given the following assignment, to be performed during the break:

1. Identify at least five major organizational challenges (not problems!).
2. Develop a little critique of the organizational mode in which we find ourselves, and some solutions to the basic organizational challenge.

When the groups were reassembled after the break, and they were ready to give the group reports, Dr. Cook asked for the perceptions each of the recorders had of their new group. One individual indicated a preference for the first work group: "The first group acted like a group of businessmen -- the second group acted like a group of educators!" Someone else found that their group "...had a hard time getting task-oriented". The final comment was "...more task-oriented, but more relaxed -- they were O.K.!"

The group reports followed. Dr. Cook then opened up a brainstorming session, in which the participants were directed to come up with some alternatives/solutions to the challenges identified in each group.

While the interactive, group participation process was a good strategy to use, there were several inhibiting factors, not the least of which was that it was 4:20 p.m., and people were getting restless. They knew

there was a social activity planned for 5:00 p.m., and they had been sitting for most of the day. Their restlessness was reflected in several conversations being conducted while the reporting and brainstorming sessions were occurring. Other nonverbal behaviors also gave an indication of a negative level of interest in the activities.

Following the brainstorming, Dr. Cook talked briefly about the importance of understanding and being able to use to one's advantage the formal vs. informal organizational structure. He did an excellent job of tying in changing attitudes and the overcoming of bureaucratic weight with the material covered in the earlier sessions: "...two key things -- that's why I spent so much time talking about motivation this morning".

The group's restlessness appeared to affect Dr. Cook at this point, for he asked, "Are there any comments? ...our time is already gone!" Surprisingly, he did get a comment.

With running out of time, Dr. Cook could only do a very cursory job of covering the four elements of managing that he had not yet addressed: staffing, directing, evaluation and budgeting. In the element of directing, Dr. Cook emphasized that:

- "most of our directing is through communications. Generally, this is listed as the number one problem in organizations. Ninety-five percent of the memos written are misunderstood."
- "Incentives -- another part of directing... objective correlative - give someone an award, certificate -- some symbol of accomplishment."

For the element of evaluation, he used the flip chart to show the following diagram:

I do this	so that	satisfactory performance is achieved
	Results	
List _____	_____	_____
_____	_____	_____
_____	_____	_____

"If he lists more than 12 things, he probably doesn't do anything."

The final element, budget, was addressed hurriedly, but four main points were stressed:

- Don't consider budget until after you first develop the plan
- Cost out the action plans
- Prioritize
- Don't let your finances control your business

Dr. Cook concluded the afternoon session with a few brief summary comments. A round of applause indicated the participants' appreciation to Dr. Cook. Drs. Jesser and Dulberg accomplished a few "housekeeping details" such as location and time of both the social hour immediately following and the dinner and panel discussion scheduled for later in the evening.

Context Factors: Moving after lunch to the adjacent conference room, with a U-shaped table arrangement, contributed greatly to the facilitating environment of the afternoon session. One of the selected observers wrote: "Sloggy interest only because of length of presentation, not because of willingness to participate ...Picked up after breaking into interactive groups".

April 6, 1978, Afternoon Social Period. Process: Immediately following the end of the afternoon session, the group was invited across the hall to a wine and cheese party hosted by GIS-Time Share, a Houghton-Mifflin Company. Representatives of the company were very hospitable, and the conference participants, presentors and guests had an opportunity to relax and socialize. The approach was very low-key and "soft sell", and the diversion of a social function was most welcome.

April 6, 1978, Evening Session. Process: The agenda listed the dinner program as "Collaborative Efforts", and that was an accurate desceiption, both literally and figuratively. The panel not only gave an overview of what is happening in Connecticut as business, industry, and education collaborate to make Career Education an effective and positive force in the lives of the young people of the State, it was also an example of teamwork in action. The panel interacted well together and each member complemented the contributions of the other two panelists. Drs. Jesser and Dulberg were excellent hosts and moderators. The participants asked several questions, which were well answered by the panelists.

Context Factors: The context factors appeared to impact in an extremely negative fashion upon the evening's presentation. The room temperature was uncomfortably cold. The large size of the room and the relatively small number of people in attendance did not contribute of a warm, interactive group atmosphere. Some of this could have been overcome by a different seating arrangement and placement of the tables. The head table was relatively far away from the tables of the participants, which heightened the feeling of distance and separation. There were eight place settings at each of the large circular tables. A better arrangement might have been either using more tables and reducing the number of place settings at each table to six, or by using the rectangular tables used during the day's sessions, and arranging them in a U, with the head table forming the short length.

An additional context factor that was very distracting was the noise and interruptions from a large social function in the room adjacent to the one being used by the conference. Prior to the beginning of dinner, sev-

eral guests from the next room had wandered through the area occupied by the conference participants and guests. There was a band playing very loudly in the room where the social function was in progress, and while it was a minor distraction prior to dinner, it was quite disruptive during dinner and the early part of the panel presentation.

The food and its service appeared to be inordinately overpriced in terms of the quality and quantity received. Many of the participants voiced their opinion (in small group conversations and to the process observer) that $9.25 was too much to pay for what they received.

Scheduling the dinner and the panel discussion for the evening after a long day of sitting and listening may not have achieved the optimum desired benefits. While the participants were polite, and some dialogue and questions were exchanged and answered, the group as a whole began to get very restive about 20 minutes before the group's adjournment was called by the moderators.

April 7, 1978, Morning Session. Process: The first session of the second day opened with a chronological review by Dr. Jesser of some of the major events and milestones in the development of Career Education. He began the review by talking about the meeting in Dallas, Texas, four years ago, at which the group worked to figure out the appropriate functions of the Office of Career Education. Touching briefly upon each conference in turn, he mentioned the significant achievements and progress made. Dr. Jesser asked for a show of hands indicating how many of the participants had been in attendance at each of the earlier conferences. Eleven of the participants had attended the Denver, Colorado, conference in the spring, 1975; the second largest number (eight) had also been at the Dallas conference four

years ago. This would appear to indicate desirable continuity, interest and professional growth factors; Dr. Jesser's recognition of these individuals seemed a positive strategy toward more personal involvement and sustained commitment on the part of all the participants. He noted that along the way there had also been several different meetings of the task force; the results of those meetings had been the beginnings of what was to become the position paper. He summarized his review by commenting briefly on what has happened since Dallas, noting that there now exists legislation, policy statements, etc., in all the states.

Dr. Jesser then introduced the morning presenter, Janelle Kirby, and commented on her outstanding achievements as "one evidence of professional growth".

Dr. Jesser's strategy was an excellent approach. By using a chronological review of the progress made in the area of Career Education, he gave some of the newer members of the group an opportunity to become better acquainted with the previous accomplishments and gain a perspective of the tasks ahead. He also sharpened the focus and interest levels of the established members of the group.

Ms. Kirby began her presentation with an overview of the development of the document, Oklahoma Career Education Resource Directory. It is a report reflecting the efforts of the first planning year (July 1, 1976 - June 30, 1977) in the development of a five-year Oklahoma State Plan for Career Education. She provided a good process tie-in by quoting from section three of the background paper prepared for the work conference by Dr. Jesser, "Identifying and Utilizing Resources for Implementation of Career Education".

During this initial part of Ms. Kirby's presentation, some distrac-

tion came from the public address system interruptions and particularly from several conversations being conducted extraneously by participants. It was extremely hard to hear Ms. Kirby, even when the distractions had diminished. One participant requested Ms. Kirby to speak louder; Ms. Kirby did so, but shortly her voice level dropped again and it was once more very difficult to catch all that she was saying. In addition, the softness of the tonal quality and slight accent which Ms. Kirby has, while charming in private conversation, detract from the clarity needed in addressing a group in a room the size of the one used for the session. Use of a microphone might have been helpful.

There were some questions from the participants which Ms. Kirby handled in an effective manner. There appeared to be a moderate interest level maintained by the group.

The second presentation of the morning session was by Kay Adams and N.L. McCaslin, who were introduced by Dr. Jesser. Ms. Adams established the objectives for the morning and afternoon:

- A "walk through" the user trial guide "Managing and Evaluating Career Education"
- Present and become acquainted with the functions and techniques for evaluation
- Tie-in to yesterday's (April 6) presentation

It quickly became apparent to the group that there was a dichotomy between the presentations, interpretations, and definitions of the two terms "goals" and "objectives" as presented and used by Dr. Cook and Ms. Adams' frame of reference. The confusion caused by this dichotomy was to surface several times later in the day as the participants worked in their small groups.

The lunch time break occurred before Ms. Adams and Dr. McCaslin could complete their review of the five evaluative functions and their techniques. This was unfortunate, for it was a bit difficult to re-establish the interest and continuity level of the participants.

April 7, 1978, Afternoon Session. Process: After lunch, the presenters completed the review and asked the participants to break into five small groups, one for each of the five evaluative functions. The task given to the groups was to take their assigned function and work on answering three questions: 1) How useful are the techniques presented in the section? 2) How change? 3) New strategies suggested by the group?

Ms. Adams and Dr. McCaslin exhibited excellent group process skills as they moved among the groups, serving as resource persons, and facilitators when needed.

There was a high level of restlessness and negative nonverbal behaviors prior to breaking the group into the small work groups. There was much checking of watches, coming and going, conversations between neighbors, and a high rate of attrition (after lunch there were one-third fewer participants in the room than there were for the morning session).

Throughout the presentation by Ms. Adams and Dr. McCaslin, the group exhibited evidences of some confusion and a need for clarification and definitive guidance relative to the Federal regulations. This need was characterized by asking many questions of Grace Watson, Project Officer, Office of Career Education, U.S. Office of Education, to whom the group often turned as an authoritative source of the needed information. This need for information was also present during Dr. Jesser's conference wrap-up session later in the afternoon.

Following the time allotted to the five small groups to work on the assigned

questions, the participants gathered to hear the reports from each of the groups. By this time several more participants had departed.

The participants had earlier agreed with Dr. Jesser's suggestion to shorten the scheduled agenda in order to adjourn between 2:30 - 3:00 p.m. Dr. Jesser led the wrap-up discussion, centering it on Career Education implementation. There was a high level of interest and participant interaction during the discussion. The conference ended at 2:30 p.m. on a very positive note even though several more participants had departed during the final session.

Summary

The conference was a worthwhile experience for the majority of those in attendance. The host, Dr. Dulberg, and the conference director, Dr. Jesser, were well attuned to the needs of the participants, and showed flexibility and sensitivity in adapting the conference schedule to those needs. The participants who were selected to respond to the Index of Interactive and Participatory Behaviors were most helpful in providing the process observer with perceptive comments in addition to the check list items on the Index. One of these comments sums up quite well some of the problems encountered in the presentations and the interest levels of the participants during the second day of the conference: "(It is) Difficult to take 30 to 50 different organizations and try to apply what was presented -- we tend to ignore the 'political' aspects of education".

Informal conversations with various participants during the two days tended to reinforce this observation, and also to identify another, very important, factor. That factor is the matter of timing, and could account for some of the low interest levels exhibited at times by the participants. Several of the participants expressed the view that while much of the content presented was very good, it would have been much more useful and helpful had it been available earlier in the process of developing five-year state plans for Career Education - most of the plans are complete at this point in time. The benefit which may be derived from the conference may very well come from the management aspects presented, rather than the planning concepts and techniques which were so heavily stressed on the first day.

Dr. Jesser's objectives, as stated at the beginning of the conference,

were well attained, particularly the one quoted on page six of this report. In the opinion of the process observer, it would be very difficult for anyone to come away from the conference without being aware of the power and strength that exists in this group". The implementation and future of Career Education are entrusted to an extremely capable and dedicated group of individuals working together toward a common good.

Recommendations

The following recommendations are made on the basis of the process observations recorded during the work conference on "Planning to Implement Career Education". They are in no way intended as criticism of the work conference as a whole, the conference leadership, or of any individual presentation; they are provided in this report as input for consideration in planning future staff development programs for State Coordinators of Career Education and State Planning Project Directors. The recommendations are:

1. Workshop objectives should be clearly defined, stated in writing, and disseminated to each prospective participant at least two weeks in advance of the date of the workshop/conference.

2. The objectives for each session of the workshop/conference shall be clearly defined by the consultant/presenter at the beginning of the session, before any other material is presented. An alternative to this, especially if the written statement of objectives was sent to participants prior to the opening of the workshop/conference, would be to state that the objectives will be cooperatively established with the participants as the first session is developed.

3. If the focus of the workshop/conference is on an area where the majority of the group may have some expertise and knowledge, an assessment of the extent of this knowledge base should be conducted and the data transmitted to the consultant/presenter at least one week prior to the opening of the workshop/conference. It will be the responsibility of the consultant/presenter to customize, insofar as possible, the presentation to the median knowledge level of the participants.

4. If an evening function (reception, dinner, panel presentation, etc.) is deemed beneficial and needed, the recommendation is that the function be scheduled for the first evening, immediately following the registration period. The second evening (between the first and second days of the conference/workshop) should be left open and free, so that participants can rest, or go sightseeing, or engage in informal dialogue, or some combination thereof.

5. Workshop/conference sites should be selected with a number of criteria being considered. Among these are:

    - Accessibility to the nearest city and/or convenient public transportation, to facilitate the recreational and social

needs of the group during the second evening of the workshop/conference.

- Size and comfort factors of the meeting room(s)
- Noise factors: P.A. system, sound leaks from adjacent rooms, etc.
- Cooperativeness of the facility's staff toward meeting group's needs
- Cost for meals (and banquet/dinner, if planned)

6. Participants should be informed that they will be expected to remain in attendance (barring some emergency, of course) for the entire period scheduled for the workshop/conference; therefore, they should carefully review the stated objectives before making a commitment to attend, in order to ensure a satisfying experience for themselves and compliance with the attendance requirement of the leadership.

APPENDIX

PLANNING TO IMPLEMENT CAREER EDUCATION

Work Conference April 6-7, 1978

Howard Johnson's Conference Center
Windsor Locks, Connecticut

ATTENDEES

Adams, Kay	The Ohio State University Center for Vocational Education 1960 Kenny Road Columbus, OH 43210
Beck, Donald	c/o State Coordinator of Career Ed. New York State Department of Education Albany, NY 12234
Bennewitz, Paul	State Coordinator Career Education 1535 W. Jefferson Phoenix, AZ 85007
Brovelli, Charles	State Coordinator of Career Education Massachusetts Dept. of Education 31 St. James Avenue Boston, MA 02116
Cook, Dr. William	Colonial Management Association P.O. Box 2571 Montgomery, AL 36105
Diggs, Kathryn	State Coordinator Career Education State Dept. of Education 400 State House Annex Concord, NH 03301
Dulberg, Dr. Saul H.	State Coordinator Career Education State Department of Education State Office Bldg., Room 360 Hartford, CT 06115
Ethridge, Bessie	Director, Career Education Unit Public Schools of D.C. 415 12th Street, N.W., Room 902 Washington, D.C. 20004

Faulkner, Walter	State Coordinator Career Education State Office Bldg. Montpelier, VT 05602
Ferqueron, Dr. Margaret	State Coordinator Career Education Department of Education Knott Building, Room 254 Tallahassee, FL 32304
Garvey, Jenne	State Coordinator Career Education 301 Centennial Mass S., 6th Floor Lincoln, NB 68509
Hodge, Norma	Career Education Specialist P.O. Box 771 Jackson, MS 39205
Jensen, Lynn	State Coordinator Career Education State Board of Education 250 East 500 South Salt Lake City, UT 84111
Jesser, Dr. David	Director, Career Education Project Council of Chief State School Officers 1201 16th Street, N.W. Washington, D.C. 20009
Kane, Mary	Career Education U.S. Office of Education 400 Maryland Ave., S.W. Washington, D.C. 20202
Kirby, Jannelle	State Coordinator Career Education Oklahoma State Dept. of Education 2500 North Lincoln Oklahoma City, OK 73105
Lewis, Leila	State Coordinator Career Education Len B. Jordan Office Bldg. Boise, ID 83720
Martin, Donna	State Coordinator Career Education Illinois Office of Education 100 N. First Street Springfield, IL 62777
Massey, David	State Coordinator Career Education State Dept. of Public Instruction State Capitol Bldg. Bismarck, ND 58505

McCaslin, Dr. N.L.	The Ohio State University Center for Vocational Education 1960 Kenny Road Columbus, OH 43210
Metalious, George	Career Education Specialist State Office Building Montpelier, VT 05602
Meyer, Robert	State Coordinator for Career Education Wisconsin Dept. of Public Instruction 126 Langdon Street Madison, WI 53702
Miller, Cary	Career Education Specialist Department of Education 1920 Capitol Plaza Tower Frankfort, KY 40601
Peters, Paul N.	State Coordinator for Career Education 721 Capitol Mall Sacramento, CA 95814
Smith, Caroline	State Career Education Planner State Department of Education State Office Building, Rm. 360 Hartford, CT 06115
Tartaglione, Arthur	State Coordinator Career Education Roger Wms. Bldg., Rm. 220 Hayes Street Providence, RI 02908
Taylor, Margaret	Curriculum Specialist State Dept. of Education Box 8717 - BWI Airport Baltimore, MD 21240
Thompson, Stephen	Career Education Specialist Dept. of Education and Cultural Services Augusta, ME 04333
Torres, Zoraida	State Coordinator Career Education Department of Public Instruction Hato Rey, Puerto Rico
Watson, Grace	Career Education U.S. Office of Education 400 Maryland Ave., S.W. Washington, D.C. 20202

Index of Interactive and Participatory Behaviors

Session Title _____

HOW TO USE THE INDEX

The Index was designed to focus upon a single session of the inservice program to determine the quality of presentations, interaction and participation during that session. The organization of the Index follows normal session flow with observations and recordings to be made by raters at two points during the session.

I. Session Initiation

The first set of observations and recording of ratings should be made at the beginning (during the first fifteen minutes) of the session. The observations and ratings to be made at this time deal with the structuring of the session, initial group interaction and the success of initial procedures in producing a working climate.

II. Session Termination

The second set of observations and ratings are to be recorded at the conclusions of the session. The observations and ratings recorded at this time focus on whether presentations and discussions were supportive of the session objective(s), whether a purposeful working climate was maintained and assessing the quality of leader/group interaction. It is recognized that initial or structuring sessions may not require use of participant activities. When participant activities are not included in the session, the rater is asked to state whether the absence of participant activities was appropriate or inappropriate.

I. Session Initiation

At the beginning of the session, make and record these observations; SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

	SD	D	N	A	SA
1. The objectives were clearly stated.	☐	☐	☐	☐	☐
2. The objectives were clearly relevant to participant interest and experience.	☐	☐	☐	☐	☐
3. The director was open to interaction rather than sarcastic or defensive.	☐	☐	☐	☐	☐
4. The session format promoted productive purposeful behavior.	☐	☐	☐	☐	☐

II. Session Termination

At the end of the session, make and record these observations: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree

		SD	D	N	A	SA
1.	The speakers/discussion leaders exhibited a variety of presentation and discussion styles.	☐	☐	☐	☐	☐
2.	The speakers/discussion leaders stated open-ended problems and asked questions promoting interaction.	☐	☐	☐	☐	☐
3.	Presentations and materials supported the session's objectives.	☐	☐	☐	☐	☐
4.	Participants were very attentive during the session.	☐	☐	☐	☐	☐
5.	Participants responded eagerly to questions and made voluntary contributions to the discussions.	☐	☐	☐	☐	☐
6.	Participants showed inter-communication by agreement with contributions of other participants or by request for clarification.	☐	☐	☐	☐	☐
7.	Individual and/or group participation was highly motivating and supported the session objectives.	☐	☐	☐	☐	☐
8.	The director moved among the participants offering assistance.	☐	☐	☐	☐	☐
9.	Cooperation was shown by participants.	☐	☐	☐	☐	☐
10.	The objective(s) were accomplished.	☐	☐	☐	☐	☐

COMMENTS:

APRIL 5

5:00 - 6:00 pm		REGISTRATION

APRIL 6

8:30 - 9:00 am		
	Welcoming Remarks/Purposes of Conference	Saul Dulberg
	Introduction of Guests/Overview of Conference	David Jesser
9:00 - 12:00 noon		
	Introductory Remarks	Anita Barber
	"Managing A State Plan" Session 1: Why Management? Session 2: What is Management? Session 3: How To Use Management?	Bill Cook
12:00 - 1:30 pm	LUNCH	OPEN
1:45 - 4:30 pm		
	"Applying Management Principles To State Plans" (Workshop Activity: Review of Efforts by Consultants)	
7:00 pm	DINNER	Conference Center
	"Collaborative Efforts" A Panel Discussion	

APRIL 7

9:00 - 10:00 am	Resource Identification -- A Case Study	Janelle Kirby
10:00 - 11:00 am	Resource Utilization	Kay Adams
11:00 - 12:00 noon	Resource Management	N. L. McCaslin
12:00 - 1:30 pm	LUNCH	OPEN
1:45 - 2:30 pm	Resource Allocation Implications of PL 95-207	David Jesser
2:30 - 4:30 pm	Conference Wrap-up What Next?	All Consultants

THE WORK CONFERENCE ....

- is one of several scheduled activities of the project, "State Leadership in Implementing Career Education," which is funded by the U.S. Office of Education, Office of Career Education, and administered by the Council of Chief State School Officers;
- is designed especially for State Coordinators of Career Education and State Plan Project Directors;
- is endorsed by the Committee on Career Education of the Council of Chief State School Officers.

CONSULTANTS FOR THE WORK CONFERENCE ARE ....

- Jay Adams, Planning Specialist
  National Center for Vocational Education
  Columbus, Ohio
- William Cook, Management Specialist
  Chairperson, Alabama State Advisory Council for
  Career Education, Montgomery, Alabama
- N. L. McCaslin, Research Specialist
  The National Center for Vocational Education
  Columbus, Ohio

Discrimination Prohibited

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

Disclaimer

The material for this conference was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

PLANNING TO IMPLEMENT

CAREER EDUCATION

A Work Conference For State

Coordinators of Career Education

and

State Planning Project Directors

Howard Johnson's

Windsor Locks, Connecticut

Conference Center

April 6-7, 1978

IDENTIFIED MAJOR AND SECONDARY PROBLEMS
CURRENTLY EXISTING IN CAREER EDUCATION

Major Problem:

Lack of state/Federal funds

Secondary Problems;

Not enough time

Communication

Legislative Commitment

State Department support

Awareness/understanding

Resistance to change

Crisis management

Legislative concept: ease of change

Apathy

Understanding the kids' point of view

Uniformity of goals/objectives

Staffing

Evaluation

-G0077C0064-

IDENTIFYING AND UTILIZING RESOURCES

for

IMPLEMENTATION OF CAREER EDUCATION

A Background Paper Prepared

for a

Staff Development Work Conference

of

State Coordinators of Career Education

Windsor Locks, Connecticut April 6-7, 1978

David L. Jesser

Council of Chief State School Officers

Washington, D.C.

INTRODUCTION

This paper has been prepared primarily for use by State Coordinators of Career Education and State Planning Project Directors. As such, it may reflect specific concerns and needs of people engaged in career education efforts at the state level. This reflection, however, should in no way suggest or imply any degree of exclusivity. To the contrary, a basic purpose of this paper is one of providing information about resources--their identification and utilization--to as wide a public as possible.

Just as the paper has not been prepared exclusively for use by any select group, neither has it been prepared for use in any predetermined manner. It is adapted from an earlier paper that included the term, "guidelines", and that term should be kept in mind as the paper is studied. There are no hard and fast recipes or formulae that can be used as efforts are made to identify and then utilize resources in efforts to implement career education.

As educational leaders, however, those who are charged with responsibilities of implementing career education, whether it be at the state or the local level, must be cognizant of several salient facts:

- An almost infinite number of resources is available for use in implementation efforts;
- Resources exist in a variety of forms;
- Any listing of resources is highly temporary in nature;

- Identification of resources is a continuing process;
- Resources may be utilized in any number of highly effective ways; and
- The extent of identification and utilization of resources in implementation efforts will depend on the degree and quality of leadership that is demonstrated.

With the above in mind, it should be noted that the information contained in the paper is intended only to be representative and suggestive of ways in which the tasks of identifying and utilizing resources can be accomplished. (And the intent must be kept in mind when a reader notes that some particular, and important, resource has not been included.)

SECTION ONE

LEADERSHIP: THE PRIMARY REQUISITE

The final point made in the Introduction had to do with leadership, and it was intended to emphasize the fact that neither adequate resource identification nor resource utilization can take place unless there is a concomitant quality of leadership demonstrated. The point was also intended, however, as a reference to the leadership roles that State Coordinators must understand, accept, assume, and demonstrate as they proceed with their efforts to implement career education on a broad state-wide scale.

It has been said that in education--and it is no doubt true of state education agencies--that there is much semantic looseness when leadership is discussed. In the case of State Coordinators of Career Education, this may or may not be a valid observation. It would seem to be appropriate (for "insurance" if for no other reason), however, for any consideration of resource identification and utilization to begin with a discussion of leadership. It should go without saying that "Leadership is perhaps the most important resource of all--and essential to all other efforts".

But what is leadership?

Leadership, in education and all of society, is perceived to be a most important, but sometimes scarce, commodity. Most would readily agree that leadership is essential in virtually any field of endeavor. As has been suggested, however, securing agreement as to what leadership is (or should be) is a different matter.

The lack of agreement concerning leadership is, in reality, a rather basic reason why leadership is so often said to be deficient or missing. Leaders, or at least people in leadership roles or positions, do exist. This is true in career education efforts as well as in all other educational endeavors. There are, however, many different styles of leadership. The many different styles add to the differing perceptions of leadership and to the problems faced by Career Education Coordinators.

But while there are differing kinds of leadership, with each particular style having its own peculiarities, there are certain qualities of leadership that have to exist in whatever form it assumes. These would include the identification or establishment of goals, and the facilitation of attainment of those goals. Leadership has been described as that basic quality which helps the organization to identify, define and accept goals, and in turn assists in the attainment of established and accepted goals. This is, in reality, the primary function of State Coordinators. The importance of leadership, then, should be obvious.

As has been indicated, a particular style of leadership will be characterized by a peculiar role or a set of roles. Each style may be useful for a given set of purposes, while at the same time may be almost totally ineffective for a differing set of purposes. Coordinators of Career Education must, therefore, be cognizant of the varous styles of leadership, and must utilize, on a highly selective basis, that style which will be the most effective.

Styles of Leadership

In actual practice, there are probably as many specific styles of leadership as there are people in leadership positions. Each leader will undoubtedly have his or her own peculiarities or idiosyncracies that set his or her own "brand" or style of leadership apart from the others. It, therefore, is virtually impossible to describe every style of leadership that exists and is practiced.

It is, however, possible to refer to two basic styles of leadership--autocratic and democratic--in terms of a continuum. In their most extreme form, these may be thought of as existing at opposite ends of the continuum. (Gradations, or degrees of combinations of the two extremes, will, of course, be found at various points along the continuum.)

Autocratic Leadership. The person in a leadership position who is concerned only with "getting the job done"--even at the expense of the people involved--may be categorized as autocratic. Such a person leads by "mandate", making decisions concerning organizational goals in a unilateral manner, and securing implementation of the decisions through imposition of power. The autocratic leader occupies a position of power; if this were not so, the person could not, in practice, function in an autocratic manner.

When styles of leadership are considered by Career Education Coordinators, serious attention should be given to the apparent advantages and disadvantages of each. In the case of the autocratic style, these include:

- Advantages
  - + It is a highly expedient way to accomplish the task.
  - + Little if any time is wasted in securing consensus or agreement.
  - + It is very effective on a short term basis.
- Disadvantages
  - - It is not likely to result in lasting change.
  - - It negates--or completely eliminates--the concept of the worth and dignity of the individual.
  - - Organizational goals are not apt to be goals of the organization.
  - - It is dependent upon power, and as such is only temporary in nature.

Coordinators of Career Education may question whether or not they are ever in a position to assume an autocratic leadership role. They may also want to question whether or not they should. It is conceivable, however, that events or happenings at local, state, and federal levels may have the effect of forcing such a style on the Coordinator. Legislation, policies, regulations, and board actions can (and often do) mandate the accomplishment of a given task within a given time frame. In such instances, some form of autocratic leadership may be required.

Democratic Leadership. At the opposite end of the "leadership continuum" is the style which is often referred to as "democratic". A person utilizing this style will of necessity have a high degree of concern for the people who are or who will be involved. As evidence of this concern, the democratic leader will actively seek to involve those concerned in the decision-making process. Goals, insofar as possible, will be mutually established. In other words, the people within the organization will have a major voice in the setting of goals. In addition, the goals that are identified or established will be mutually accepted; they become truly "our" goals instead of "his", "her", or "their" goals.

Some apparent advantages and disadvantages relating to democratic leadership include:

- Advantages
  - + Goals established will, in most instances, be commonly accepted by all members of the organization.
  - + Members of the organization will likely be willing to work actively for attainment of organizational goals.
  - + Changes that are effected will likely be of a lasting nature.
  - + The organization itself will have a "healthy" climate.
- Disadvantages
  - - Because of "time-needs" constraints, agreement--or consensus agreement--on goals may be difficult to obtain.
  - - Efficiency, at least on a short term basis, may be lessened, or decreased.

As with the autocratic style of leadership, Coordinators must be able to recognize, and effectively communicate about, the potential benefits and hazards that seem to be inherent in the democratic style. Legislators, board members, advisory groups, to mention but few, must all be helped to recognize, for example, the differences between short-range efficiency on the one hand and long-term effectiveness on the other.

Autocratic Leadership versus Democratic Leadership. When analyzing the two basic styles of leadership, the fundamental difference would seem to be related to the concept of "planning for", as opposed to that of "planning with". In a strictly autocratic atmosphere of leadership, planning--including decisions relating to all aspects of the process--is accomplished for the people who are involved. On the other hand, democratic leadership embodies the idea that planning--and again including decisions relating to all aspects of the process--is accomplished with the people involved.

All too often, people fail to recognize the fundamental differences between autocratic and democratic leadership. Little, if any, involvement of people concerned--especially the users or consumers--is sought as attempts are made to find solutions to pressing educational problems. As a consequence, plans are sometimes developed for the users, rather than being developed with them. And as already has been suggested, efforts to implement such plans are apt to be ineffectual.

Coordinators of Career Education, at both state and local levels, have demonstrated both a willingness and an ability to develop plans with people, rather than for them. And, it should be pointed out that the requirement for an advisory group to the development of a state plan, has facilitated this.

Dimensions of Leadership

It is impossible to evaluate a particular style of leadership--or to state in any definitive way that one style is "better" or "more effective" than another. A given style, located somewhere along the "autocratic-democratic leadership continuum" may be the "best" in terms of attaining certain specified objectives. At the same time, in order to achieve a different goal or set of goals, another style may be "the most effective". The style that is "best", therefore, is the one that can most reasonably be expected to achieve the purposes specified.

There will always be differing styles of leadership. However, there are at least two dimensions of leadership that would seem to be common to all styles of leadership.

A Leader Must Lead People. By definition, a leader must "lead". Career Education Coordinators, as "leaders", must lead. They must, therefore, be concerned with people, and must consider those who are being led. If Career Education Coordinators neglect to recognize this dimension of leadership, or may fail to understand the significance of it, they may find, to their chagrin, that they are in fact leading no one and that nothing is really being accomplished.

A Leader Must Be Effective. Coordinators of Career Education, as already noted, should be primarily concerned with attainment of goals that have been established. When goals are attained, leadership has been effective. If the leadership that is practiced or demonstrated by coordinators does not result in accomplishment or attainment of goals, it will have to be viewed as ineffective.

Leadership and Effectiveness

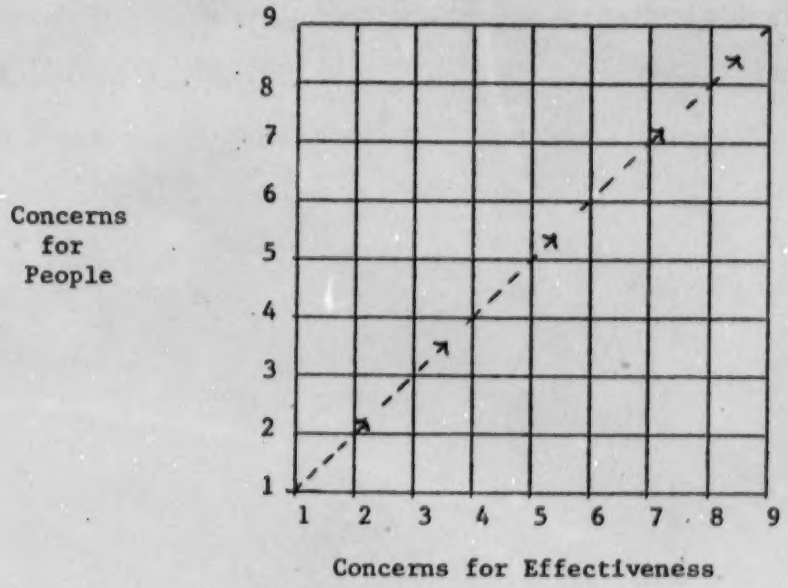
Career Education Coordinators, at both the state and local levels, may have some concern about "effectiveness". Some may well feel that when goals are not attained, it is the result of some other person's activity or lack of activity. And, in many instances, such a perception might be valid. However, somebody must be responsible and accountable. In terms of career education implementation efforts, the "somebody" will be the Coordinator. A fundamental issue, then, should relate to ways in which Coordinators might increase their effectiveness, and thus enhance the probability that established goals will be attained.

The issue might be more clear if it is stated in the form of a question:

- How can a Career Education Coordinator "lead", and at the same time facilitate attainment of goals in the most effective manner?

Obviously, there is no one answer to the question. There are far too many variables involved. However, there is--and should be--a fundamental relationship between the dimensions of "people involvement" and "effectiveness". Figure 1 should suggest several ways in which leadership might be "effective".

Figure 1. Leadership Concerns



The grid in Figure 1 portrays the two necessary dimensions of leadership and suggests that the most effective style of leadership exists when there is an appropriate balance between them. The grid also can be utilized to graphically portray the difference between "planning for people" and "planning with" people. The leader who demonstrates a low degree of concern for those involved is likely to be one who plans for people, whereas the leader who demonstrates a genuine concern for those involved will ikely be one who involves people in planning, and consequently is one who plans with people.

Effectiveness, when defined in terms of accomplishment of a given task in the most meaningful manner, requires that the concept of planning with people be utilized. Coordinators of Career Education, in their respective leadership roles, must be effective.

And as they go about their efforts to implement career education, Coordinators will have to recognize that they are trying to bring about an instructional change. They will have to utilize varying leadership strategies, and they will have to wisely utilize a variety of resources. To do either, Coordinators should have the backing, support, and assistance of the people who are affected.

Perhaps a couple of observations made by nationally recognized leaders would reinforce the notion:

> ...significant changes in instruction and learning are likely to be made only when the need and the importance are recognized and understood by those involved. (Edgar L. Morphet)

> ---publics relevant to the schools today need leadership rather than domination; they crave participation rather than obedience; they seek involvement rather than alienation. (Keith Goldhammer)

In education as in any segment of society, those in leadership positions who, by virtue of their positions, are responsible for planning for needed changes or improvements must be cognizant of the differing styles of leadership. Coordinators of Career Education, as one group of educational leaders who are responsible for bringing about a needed change or improvement in education, will have to be aware of the implications that a given styple of leadership may have for planning for--and implementing--the desired change. And they must then act accordingly.

SECTION TWO

RESOURCES AND CAREER EDUCATION

Any discussion of resources should first of all address and answer the question, "Resources for what?". In this case, the answer should be rather obvious. The discussion is centered around the notion of resources which can be utilized in efforts to further implement career education.

Such a statement, however, does not insure that a commonality of understanding exists with regard to the terms "career education" and "resources". It is necessary, therefore, to establish a common understanding. The following paragraphs represent an attempt to do this.

A portion of the "Position Statement on Career Education" of the Council of Chief State School Officers contains the following:

> While it is not likely that all people would agree on what should be learned, many would agree that there are several basic purposes inherent in the educational process. The educational process should provide every learner with opportunities:
>
> - To acquire the basic skills essential to all other learning;
> - To develop the ability to think in a rational manner;
> - To be able to understand how wise choices or decisions are made; and
> - To develop those attitudes essential to a productive, rewarding, and satisfying life.

The above goals or basic purposes of education, as perceived by the Council of Chief State School Officers, are included here because they will be consistent with the goals of education that have been defined in virtually every state and extra-state jurisdiction. And with this in mind, the goals listed should also be consistent with the goals which have been established for career education. This is no doubt as it should be, for advocates of career education have always suggested

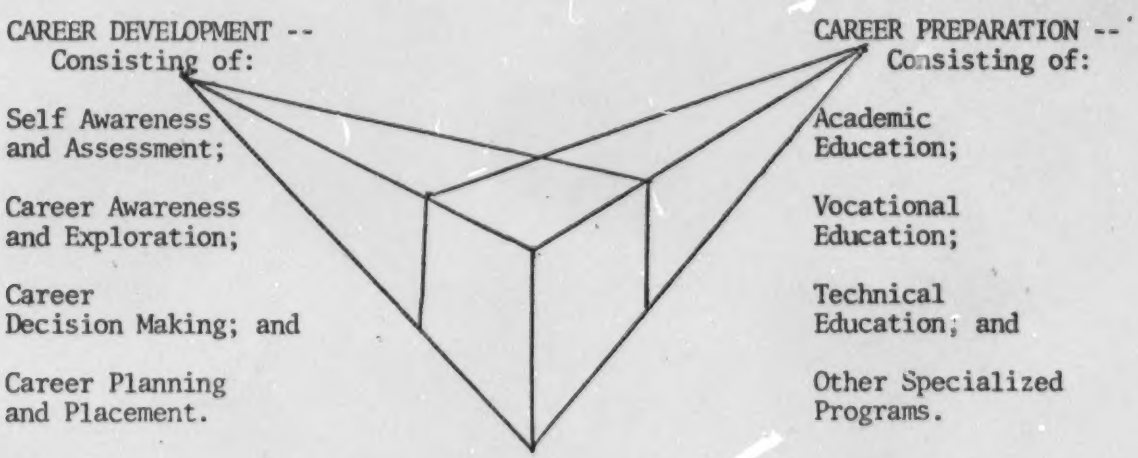
that the overall goals of career education are in fact based on the overriding needs of people served by education.

To illustrate the above point, a definition developed some years ago by the State of Mississippi is included here:

> Career education is a process which embraces and sequentially organizes all of those developmental experiences which contribute toward individual realization of unique life-styles, and provides for mastery of the skills necessary for functioning effectively and optimally in the earning of a livelihood while being a responsible and contributing member in our dynamic society.
>
> [Note: Coordinators should substitute their own definitions for the Mississippi one and determine if the earlier point is equally valid.]

Career education is used here in the context of an educational process or system that is aimed at improving educational outcomes by relating teaching and learning activities to the concepts of career development and preparation. In scope, career education encompasses all educational experiences and includes, in addition to career development components, opportunities for career preparation.

Figure 2 C A R E E R E D U C A T I O N



The model shown in Figure 2 has been adapted from one developed by the Michigan Department of Education, and clearly depicts the relationship between career development and career preparation. Obviously, both are intended to be integral

parts of any career education program. The model is useful in understanding what is and is not career education--that it is not a program; that it is not anti-intellectual in nature; that it is not limited to vocational education efforts.

Two points are worthy of emphasis:

> Career development may be defined as that part of the school program which develops the knowledge, skills, and attitudes necessary for a person to plan, explore, and establish life roles.
>
> Career preparation is that part of the school program which develops the knowledge, skills, and attitudes necessary for a person to perform life roles.

The model is also useful in clarifying some of the issues that are raised when career education is discussed, including:

- Career education is for all learners;
- Career education is in all levels of education;
- Career education includes all work--both paid and unpaid;
- Career education includes the total community; and
- Career education is lifetime education.

But if career education offers an opportunity to effect needed reforms in the educational system, and thus make possible the attainment of the goals that have been assigned to education, educators, legislators, parents and others will need various kinds of assistance before the potential can be realized. Problems exist, and problems will need to be solved. Answers to questions will have to be provided. Truly collaborative endeavors will be required. And it is in this context that the wide variety of resources can be most effectively utilized.

The term resources is used here to describe people, money, and materials that can assist in the attainment of a given goal or objective, i.e., the implementation or infusion of the concepts of career education into the educational programs of our schools.

It should be emphasized that, as has already been noted, the most important resource that can be effectively utilized in efforts to implement career education is made up of people. Yet all too often, as attempts are made to identify resources, the "people resource" is either overlooked or assigned to a lesser role of importance.

Coordinators themselves should be able to clearly understand another point: "Regardless of the availability of money and other material resources, nothing can really happen without people". But when listings of resources are compiled, there is a tendency to list, perhaps in this order; (1) sources of funds, and (2), other material resources, including print materials and audio-visual tools. Often, if any mention of people is included in a resource identification document, it is either of a "by the way" comment, or it is merely something that is implied by other listings.

If it is true that people make up the most important resource, who are they? A brief listing might well include:

- Coordinators
- Chief State School Officers
- Specialists in State Education Agencies
- Local School Districts
- School Board Members
- Parents
- Teachers
- Administrators
- Legislators
- Students
- Business, Industry, and Labor Representatives

Obviously, it would be impossible for a Coordinator of Career Education to ef-

fectively utilize every concerned person as a resource for career education. However, it is both possible (and absolutely essential) for Coordinators to make effective use of "people resources" on a selective basis. But, again, the first task is that of identifying who really comprise the "people resources".

State Coordinators, as a group, represent a collective resource that is available to individual Coordinators. Each of the State Coordinators has unique knowledges and capabilities--each of which can significantly assist other Coordinators with their efforts to implement career education.

But while Coordinators themselves make up a tremendous potential resource, they must not overlook the potential represented by the primary administrators--the Chief State School Officers and the local or area superintendents. Quite often the resource potential of this group is, unfortunately, neglected, and as a result, unnecessary problems may arise. This is not to say, however, that all administrators will be valuable "people resources". Obviously, some will have as their priorities--or immediate concerns--something other than career education. But in many instances, a little "in-service training" will enable even those who may show evidence of opposition to see that their goals and the goals of career education are compatible.

Yet another group which is very often ignored (as a potential resource) is the Coordinator's professional colleagues, at either the state, regional, or local level. In every state department of education there are any number of specialists--planning specialists, evaluation experts, and the like. And the same is true of regional or local education agencies. Coordinators would be well advised to establish an "inventory" of these people, and to involve them whenever and wherever possible.

Similar comments could be made about each of the groups listed earlier, and about other groups that were not included in the listing. But hopefully the point has been made. People constitute the greatest potential resource for implementa-

tive efforts in career education. The extent to which Coordinators are able to use them--the people resources--in an effective manner will determine, in large measure, how effective implementation efforts will be.

SECTION THREE

RESOURCES--REAL AND POTENTIAL

Included in the United States are some fifty-eight separate state-level entities--fifty States and eight Extra-State Jurisdictions. And as might well be imagined, there are significant differences, both in terms of educational structure and in terms of educational governance, among the various entities. Obviously, the differences will have varying effects on individual attempts to identify resources for use in implementation efforts. For this reason, resources may be utilized in different ways by the various educational systems.

Of the three types of resources, as has already been pointed out, people are without doubt the most important for furthering the educational changes suggested by career education advocates. People, in the final analysis, are the only resources that can use other resources in a manner designed to cause events to happen. Money and materials are necessary resources, but without people they would have little value.

Within the educational communities, whether at local, state or national levels, whether in the elementary/secondary or postsecondary sectors, there are multitudes of professionals who represent potential resources. The same is true of financial and material resources. Some of the latter are discussed briefly in the following paragraphs.

RESOURCES--FEDERAL

Congress. In terms of career education resources that are potentially available at the federal level, perhaps the most important one is to be found in the

Congress of the United States. The role of federal dollars which might be appropriated by Congress for implementation efforts is of course both significant and important. But in addition to dollars, the Congress--and especially those members who over the years have provided strong support--has given the concept a high degree of legitimacy and visibility. Both, i.e., the legitimacy of the concept and the national visibility, can be extremely useful as states and local agencies work to implement the concept of career education in the schools.

Coordinators of Career Education, and indeed all who are concerned about education, should be completely cognizant of the provisions and the potential value of Public Law 95-207, the Career Education Incentive Act. If and when the law becomes operational, i.e., if and when appropriations are made to carry out its provisions, P.L. 95-207 will greatly enhance implementation efforts throughout the country.

Every Coordinator should have a copy of the Law, and a careful examination should be made by all concerned. There are several provisions which have significant implications for efforts at both the state and local levels.

Very briefly, P.L. 95-207 requires that each state, in order to receive funds (which have not yet been appropriated), to provide certain assurances, including:

(1) The SEA will be the agency responsible for planning the use, and administering the expenditure, of funds... (excluding Secs. 10, 11, 12)

(2) State legislature and Governor notified of state's application for funds...

(3) a. Prior effort to be maintained...
b. Non-federal share to be paid from non-federal sources...

(4) Every possible effort will be made to integrate career education into regular education programs...

(5) a. Career education programs will not be only a part of vocational education...
b. Programs will be coordinated by a state coordinator...

(6) Will employ such a staff as are necessary...

- discrimination
- sex stereotyping
- guidance and counseling

(7) Will continuously review (and amend as necessary) state plans...

(8) Will distribute funds as per provisions of Section 9b...

(9) Will not allocate payments among local educational agencies on the basis of per capita enrollment...

(10) Not less than 15% of a state's grant will be used to develop and implement comprehensive career guidance, counseling, etc...

(11) Funds received under this Act will be used in accordance with provisions of Section 8...

The law (P.L. 95-207) goes on to describe ways in which funds might be utilized. The following list suggests some of these:

A. Federal share of total costs of --

(1) Employing such addiitonal SEA personnel as may be required...

(2) Providing State leadership in career education...

a. Inservice institutes for educational personnel;
b. Training local career education coordinators;
c. Collecting, evaluating, and disseminating CE materials;
d. Conducting statewide needs assessment and evaluation; and
e. Engaging in collaborative relationships with other agencies.

(3) Making payments to local educational agencies for...

a. Instilling CE concepts and approaches in the classroom...
b. Developing and implementing comprehensive career guidance programs...
c. Developing and implementing collaborative relationships...
d. Developing and implementing work experiences...
e. Employing CE coordinators in local educational agencies...
f. Training of local CE coordinators...
g. Inservice activities for educational personnel...
h. Conducting institutes for board members, community leaders, etc...
i. Purchasing instructional supplies...
j. Establishing and operating community CE councils...
k. CE resource centers...
l. Adopting, reviewing, and revising local plans...
m. Conducting needs assessments...

While Coordinators and others are hopeful that funds will be appropriated for

support of P.L. 95-207, they should keep in mind various other "legislative resources" such as P.L. 93-380 (Sec. 406), which provided for the creation of an Office of Career Education, the establishment of a National Advisory Council for Career Education, the development of State Plans for Career Education, and the demonstration of exemplary career education activities. (For each of the past several years, there has been about $10 million available for purposes of carrying out the intent of this legislation.)

Office of Career Education. Reference should be made to the Office of Career Education as a valuable resource. A part of the U.S. Office of Education, this office has for the past three years provided national leadership in career education. Under the direction of Dr. Kenneth B. Hoyt, the Office of Career Education has published numerous documents relating to the status of career education, to the concept of career education and to highly descriptive data that have been provided by career education practitioners. It has also been responsible for other activities including a national assessment of career education practices. Key resource people in the Office of Career Education include:

(202) 245-2284	Dr. Kenneth B. Hoyt, Director Dr. John Lindia, Deputy Director
(202) 245-2331	Dr. Sidney High Ms. Grace Watson Mr. Terry Newell Mr. Jerry Elbers Ms. Margot Lyddane

National Advisory Council for Career Education. While not a part of the Office of Career Education, the National Advisory Council for Career Education (NACCE), created by Section 406 of P.L. 93-380, works closely with the office. It is a valuable resource in collecting, organizing and disseminating information about career education and in developing recommendations for Congress and the U.S. Office of Education. Of particular interest and use to Coordinators should be the

series of reports prepared and distributed by the Advisory Council. These include:

- Career Education for Adults
- Career Development Needs of Adults
- Current Status of Career Education at the Postsecondary Level
- Two Studies on the Role of Business and Industry and Labor Participation in Career Education
- Masters of Reality: Certificate or Performance?
- The Efficacy of Career Education
- Career Development Needs of Seventeen-Year Olds
- Experiential Education and Community Involvement Practices at the Post-Secondary Level
- Career Development Needs of Thirteen-Year Olds
- An Examination of the Definitions and Concepts of Career Education
- Career Development Needs of Nine-Year Olds
- Next Steps in Career Education
- Interim Reports, 1975; 1976
- The Emerging History of Career Education
- Summary of Commissioned Papers

National Institute of Education. Since its creation, the National Institute of Education has been actively engaged in R & D efforts related to the concept of career education. Representative of such efforts are the work connected with the CCEM project, the four "models", and, more recently, the development and demonstration efforts related to "Experience-Based Career Education". A key resource person at NIE is Dr. David Hampson.

Bureau of Occupational and Adult Education. Because of the obvious interrelatedness of career education and vocational education, the Bureau of Occupational and Adult Education msut be included in any listing of federal resources.

Under the direction of Dr. William Pierce, the bureau initiated and supported many of the early efforts in career education. Exemplary and demonstration projects were funded and supported under provisions of Parts C and D of the Vocational Amendments (VEA) of 1968. In an effort to meet the need for curriculum resources, curriculum development projects were funded and supported under provisions of Part I of the Vocational Amendments.

Of major importance to career education are the resources that can be made available for use in vocational and technical education. Both are integral parts of the career preparation aspect of career education.

An excellent example of the interrelatedness between vocational education and career education is to be found in the Eighth Report of the National Advisory Council on Vocational Education. The report, "A National Policy Statement on Career Education", includes the following statement:

> Our thought and our practice about education should at last be integrated. The result of this integration should be called "career education". It would come about when American education emphasizes preparation for work as a prominent and permanent objective of the public schools. We are not appealing for "separate but equal" attention to vocational education in the overall system. We are insisting, rather, that career education is a UNIVERSAL necessity, and requires the integration of ALL our educational resources. Moreover, the concept has been extended to include unpaid work as well as the world of paid employment.

Other Departments. The preceding examples are representative of resources that can be found in the U.S. Office of Education and the National Institute of Education. Both are components of the Department of Health, Education and Welfare. There are many other resources in various other Departments of Government.

For example, the Department of Labor is engaged in many activities closely related to career education, and these activities can be viewed as resources that should be utilized. The U.S. Employment Service can provide considerable assistance to counselors, especially in the areas of manpower needs and related

projects. Manpower training programs such as CETA efforts can be useful resources for local school systems.

The Department of Agriculture is very important. It is engaged in many educational activities, and virtually all of them are useful to career education practitioners. The County Extension Programs, the Home Demonstration Programs, and the National 4-H Program are but a few of the activities sponsored or promoted by the USDA.

Many other departments of government could be listed as potential resources for career education. There is, however, one other that should be mentioned here because it is often overlooked as a resource--the Department of Defense (DOD). The Department of Defense is engaged in many educational endeavors that range from remedial to very advanced courses or programs. The Department of Defense, in one form or another, maintains and operates training facilities in virtually every metropolitan area. The educational and/or training programs, as well as the facilities, represent a large, but relatively untapped, pool of resources.

RESOURCES AVAILABLE FROM THE STATE LEVEL.

The state's reponsibility in providing for the education of its citizens has been noted. Mention should also be made of the positive manner in which state legislatures have demonstrated their commitment to education through their actions. By and large, state legislatures have encouraged, facilitated and supported those educational innovations or reforms which addressed genuine needs. There is no reason to assume that they will do otherwise in the future, and it therefore would seem logical to assume that, to the degree that the concept of career education shows promise for meeting real needs, state legislatures will support it. State legislatures are important resources for implementing career education activities in the states.

There are also departments of education in every state (even though they may not all be designated as such); there are technical schools, community colleges, colleges and universities in every state; and there are governance structures for all levels and types of education in every state. Each is a valuable resource. Leaders in each must be identified and utilized in the implementation of career education.

State Legislation. According to a survey conducted in 1975, 15 states have enacted some form of legislation pertaining to career education--Arizona, Arkansas, Colorado, Florida, Hawaii, Iowa, Kansas, Kentucky, Louisiana, Michigan, New Jersey, Ohio, Vermont, Virginia and Washington. Each had, in 1975, some legislative reference to career education. The most recent is legislation for career education in Utah which was recently signed into law.

Specific inquiries about state legislation should be addressed to individual State Coordinators.

State Agencies and Institutions. In every state there are sizable numbers of agencies and institutions that are useful resources for career education efforts. State Departments of Education, Commissions for Higher Education, State Boards for Vocational or Occupational Education, Community College Boards and various State Advisory Councils are representative of the kinds of agencies that could serve in the resource role.

Interested persons should contact key personnel in any of the agencies and/or institutions listed above.

State Departments of Education. The chief state school officer (CSSO) is responsible for the overall educational program at elementary and secondary levels in each state. Most chief state school officers have indicated support for the concept of career education and should be considered a valuable resource. Further,

in every SEA there is a professional educator who has been assigned the responsibility for helping local school districts develop career education programs.

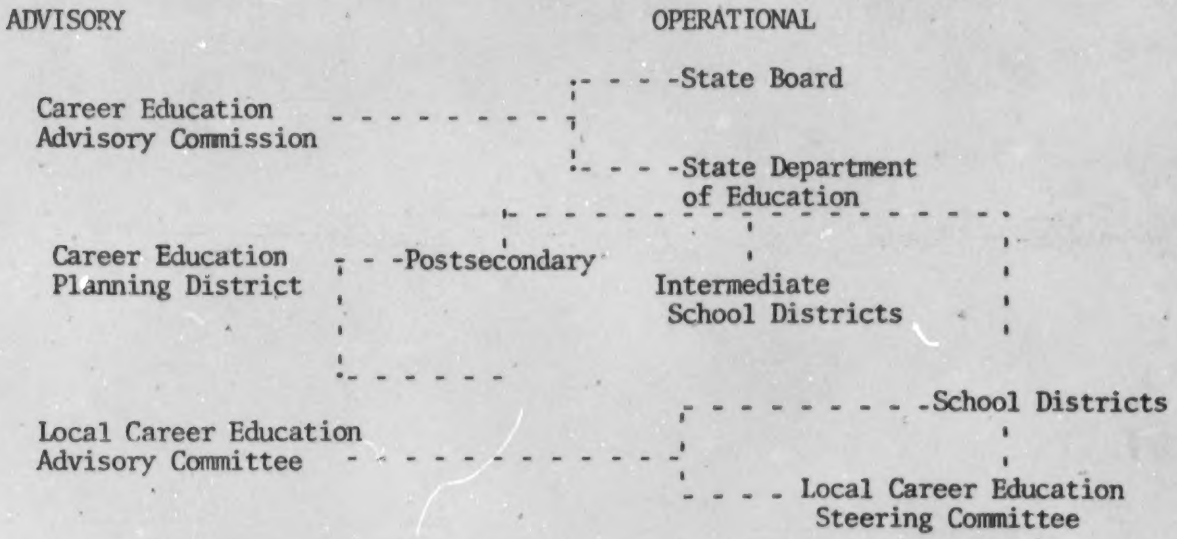
Several state education agencies have developed practical materials for use by local school districts and constitute additional resource potential. The Michigan SEA, for example, has produced and distributed a Career Education Handbook for Implementation. The Maryland State Department has produced a similar handbook to assist local school districts in the implementation of career education efforts.

The Utah State Board of Education (which is the Utah SEA) has developed and distributed documents relating to the implementation of career education and to resources that might be utilized in such efforts. Additionally, many states including Florida, Nevada, Kansas, Rhode Island, Arizona and Wisconsin have developed position or policy statements which also should serve as resources.

Of particular interest should be the several "resource directories" which have been developed and distributed in states like Oklahoma, California, and Illinois. If Coordinators have not seen these documents, they should try to obtain copies from the Coordinators concerned.

State education agencies can also be of assistance to local efforts in developing practical organizational structures. Guidelines such as those developed in Michigan show how a state-wide organizational structure for career education efforts might appear (following page):

CAREER EDUCATION ORGANIZATION



Such charts are useful in describing organizational components and they can be used in identifying the "people resources" of the system.

The combined talents of the entire state education agency can be viewed as a resource to;

- Develop, obtain agreement on, and facilitate implementation of the broad purposes and goals embodied within the framework of career education;
- Create both external and internal environments conducive to implementation of career education;
- Plan for, and recommend changes in, curriculums and overall educational programs so as to combine the concepts of career education with existing educational curricula;
- Obtain the cooperation of, and at the same time, cooperate effectively with, the various agencies and groups which share a common concern for all individuals engaged in the educational process; and
- Ensure, as far as is practical, that resources from all sources are identified and utilized in order to support the broad goals or aims or career education.

Postsecondary Educational Institutions. In every state, and in most extra-state jurisdictions, there are numerous institutions engaged in post-secondary edu-

cational efforts. These include trade and technical schools (private and public), community colleges, colleges, universities and graduate schools. In the broad sense all are engaged in some aspect of career education; all are providing opportunities for career preparation.

Trade-tech schools provide opportunities for skills development and acquisition. Community colleges provide similar opportunities. Colleges and universities--their professional schools in particular--provide for both career development as well as career preparation.

Additionally, there are in every state postsecondary institutions that have been given responsibility for preparing teachers. It is important to note that an increasing number of these institutions, particularly the teacher training programs, are attempting in various ways to offer career education opportunities.

RESOURCES AVAILABLE THROUGH LOCAL OR INTERMEDIATE DISTRICTS

Of the 17,000 local school districts in the nation, nearly one-third have indicated that they are involved in career education efforts. Indeed, some of the initial efforts in the development of the Comprehensive Career Education Model (CCEM) took place in local school systems: Pontiac, Michigan; Hackensack, New Jersey; Jefferson County, Colorado; Mesa, Arizona; Los Angeles, California; and Cobb County, Georgia.

Personnel in these school systems represent a relatively untapped reservoir of talent, and the materials that were developed for the CCEM effort likewise need to be both disseminated and utilized. Other local districts, including the Denver and Jefferson County Schools in Colorado, and Anne Arundel and Montgomery Counties in Maryland, have also developed programs and materials. They have been able to deal effectively with many problems associated with implementation of career education and could be used as resources.

Other Educational Organizations. While governmental agencies or entities constitute a very real resource at all levels, the resource potential of non-governmental education organizations should not be overlooked.

Virtually every state, for example, has a State Board of Education, and most State Boards of Education are members of the National Association of State Boards of Education (NASBE).

Formerly headquartered in Denver, but now located in Washington, D.C., NASBE has been a prominent and important advocate for career education. The organization has commissioned special studies, developed the equivalent of a policy statement, provided testimony to Congress in behalf of career education, and engaged in demonstration activities. Similarly, members of local boards--and their national organization (NSBA)--have also been supportive.

Career education coordinators and other advocates should recognize the potential resource represented by members of boards of education (state as well as local), and, where the potential resource seems to be a reality, coordinators should use them as effectively as possible.

Earlier, mention was made of the potential resource value of chief state school officers. Mention should also be made of their national organization-- the Council of Chief State School Officers--because it, the CCSSO, does constitute a tremendous resource that can and should be used to benefit career education. Publications, reports, position statements, and testimony for Congress have been prepared and distributed by the Council; and it has played a major role in influencing and shaping the career education legislation. In similar fashion, local school superintendents together with their national professional organization--the American Association of School Administrators--can indeed be a valuable resource.

Another educational organization that works closely with political bodies is the Denver-based Education Commission of the States. And here again, this organi-

zation has been very supportive of career education, and has had more than a little influence on legislative and political happenings around the country. State Coordinators of course are familiar with a key resource person at ECS, but others may not know Dr. Gene Hensley, who is directing a special (OCE) career education project. Gene is located in Denver at 1860 Lincoln Street, and his telephone number is (303) 861-4917.

Similar observations could be made about any number of organizations, including:

- The National Association of Secondary School Principals
- The National Association of Elementary School Principals
- The National Congress of Parents and Teachers
- The American Personnel and Guidance Association
- The National Association of State Directors of Vocational Education
- The National Association of State Directors of Special Education

Obviously, the above list is not a complete one. It is suggestive, however, of the many educational organizations which are interested in and concerned about education. As such, all should be perceived as being very significant potential and/or real resources.

Finally, mention should also be made of the "other" organizations which, while not "educational", are also vitally interested in the educational system at all levels. Local, state, and national Chambers of Commerce, for example, have consistently demonstrated their concerns about education, and have provided much support for the concept of career education.

In similar fashion, national labor unions such as the United Automobile Workers (UAW) have demonstrated support for and a commitment to the concept of career education.

Other labor organizations may or may not have provided the kind of support shown by the UAW, but they must be viewed as a highly significant potential resource. At the very least, Coordinators of Career Education should make contact with local and state labor organization affiliates, and try to elicit their support.

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance". Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance". Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

DISCLAIMER

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

NAME OF RESPONDENT _____

POSITION TITLE _____

SCHOOL DISTRICT _____

ADDRESS _____

_____

Note: Please do not include enrollments or staff of approved vocational programs as Career Education.

- -

	Yes	No
1. Has your district identified Career Education as a priority goal?	____	____

If yes, please list ways in which state resources could be most helpful to the district's realization of its goal, such as assistance from the Career Education Resource Team, materials from the Career Education Resource Center, etc. *(List most critical need first)*

A.

B.

C.

D.

2. Have provisions been made within your districts's curriculum for integrating Career Education concepts?	____	____

If yes, please submit your plan for implementation of Career Education.

3. Indicate the amount anticipated to be expended during the 1976 budget year.

Personnel $ _____ Staff Development $ _____

Materials _____ Field Trips/ Visitations _____

4. How many staff members have participated in district-sponsored or approved organized Career Education workshops or classes?

Primary_____ Intermediate_____ Middle School_____

Junior High_____ Senior High_____ Counselors_____

Please indicate below the types of staff development in Career Education in which your district has participated.

Orientation_____ Utilizing Community Resources_____

Curriculum Development_____ Visitations to other Career Education projects or business/industry/ labor sites_____

Other_____

5. If your staff is utilizing Career Education concepts in a comprehensive approach, which grade levels and how many staff members at the various levels are actually implementing this process in the classroom?

Number of Staff Utilizing Career Education

Primary _____

Intermediate _____

Middle School _____

Junior School _____

High School _____

Counselors _____

TOTAL _____

6. Has a person or persons been designated to coordinate Career Education activities in your district? Yes_____ No_____

7. How many administrators have received an orientation to Career Education? _____

	Yes	No
8. Has your school board received an orientation to Career Education?	____	____
9. Have any community groups received an orientation to Career Education?	____	____

10. If you have a career education council or an advisory group which has Career Education as its major responsibility, please indicate the number from:

Business_____ Industry_____ Labor_____ Government_____

Teachers_____ Students_____ Administrators_____

Counselors_____ Parents_____

11. What kinds of activities are performed by your district Career Education committee or council?

12. How can members of the State Advisory Council for Career Education from your geographic area be of assistance to you?

PLANNING: A FUNCTION OF MANAGEMENT

How does this apply to me?

ORGANIZING: A FUNCTION OF MANAGEMENT

How does this apply to me?

STAFFING: A FUNCTION OF MANAGEMENT

How does this apply to me?

DIRECTING: A FUNCTION OF MANAGEMENT

How does this apply to me?

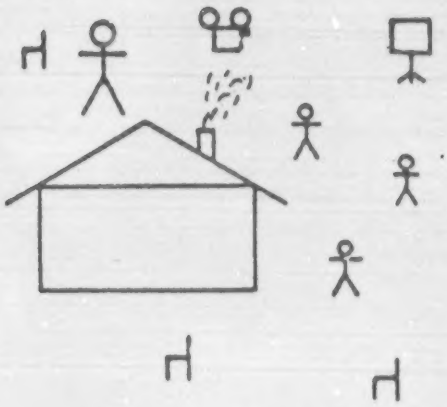
CONTROLLING: A FUNCTION OF MANAGEMENT

How does this apply to me?

EVALUATION: AN OVERRIDING FUNCTION OF MANAGEMENT

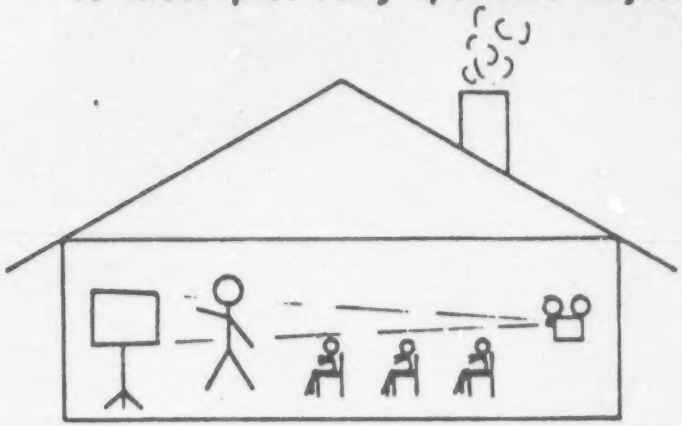
How does this apply to me?

A SYSTEM



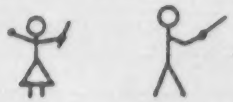
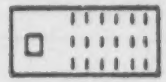
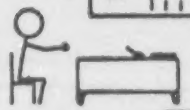
- The sum total of parts
- Working independently

  and
- In interaction
- To meet previously specified objectives.



EDUCATION MAY BE VIEWED AS A SYSTEM

AMONG THE PARTS OF THIS SYSTEM THERE ARE:

- Teachers 
- Classrooms 
- Administrators 
- Curriculum
- Teaching Aids
- Parents
- School Boards

. . . . . oh yes, There are also

- LEARNERS

NATIONAL MEETINGS OF STATE COORDINATORS OF CAREER EDUCATION

LOCATION	DATES	ATTENDANCE	STATES	TERRITORIES	NOT REPRESENTED	
Dallas, Texas	April 29 - May 1, 1974	149	42	3	D.C. Hawaii Idaho Illinois Kentucky Montana	North Dakota South Dakota Virginia Virgin Islands Trust Territory
Columbus, Ohio	Oct. 31 - Nov. 4, 1974	76	47	3	Kansas Montana Wyoming	American Samoa Trust Territory Virgin Islands
Denver, Colorado	April 21 - 23, 1975	94	40	3	Delaware Hawaii Idaho Louisiana Montana New Hampshire North Carolina	South Dakota Tennessee Washington American Samoa Trust Territory Virgin Islands
St. Petersburg, Florida	Nov. 12 - 14, 1975	70	34	3	Alaska Delaware Hawaii Louisiana Missouri Montana Nebraska Nevada North Carolina North Dakota	Oregon Pennsylvania Rhode Island South Dakota Tennessee Virginia Washington American Samoa Trust Territory Virgin Islands

NATIONAL MEETINGS OF STATE COORDINATORS OF CAREER EDUCATION

LOCATION	DATES	ATTENDANCE	STATES	TERRITORIES	NOT REPRESENTED
Phoenix, Arizona	May 2 - 4, 1976	65	37	2	Alaska Canal Zone Delaware Georgia Guam Louisiana Montana New Mexico North Carolina North Dakota Pennsylvania Rhode Island South Carolina South Dakota American Samoa Trust Territory Virgin Islands Wyoming
Houston, Texas*	Nov. 8, 1976	53	48	5	Louisiana South Dakota Canal Zone Guam
San Francisco, California*	Feb. 1, 1977	3[illegible]	41	1	D.C. Delaware Iowa Kentucky Louisiana Massachusetts Montana South Carolina Washington West Virginia
Windsor Locks, Connecticut	April 6 - 7, 1978	30	24	1	Alaska Arkansas Colorado Delaware Georgia Hawaii Indiana Iowa Kansas Louisiana Michigan Minnesota Missouri Montana Nevada New Jersey New Mexico North Carolina Oregon Pennsylvania South Carolina South Dakota Tennessee Texas Virginia Washington West Virginia Wyoming

*These figures refer only to state coordinators or to their representatives.

LOCATION	DATES	ATTENDANCE	STATES	TERRITORIES	NOT REPRESENTED
Windsor Locks, Connecticut (continued)					American Samoa Canal Zone Guam Trust Territory Virgin Islands
Point Clear, Alabama	April 6 - 7, 1978	27	15	1	Alaska Arizona Arkansas California Delaware Hawaii Idaho Indiana Iowa Kansas Louisiana Maine Maryland Massachusetts Mississippi Missouri Montana Nevada New Hampshire New Jersey New Mexico New York North Carolina North Dakota Ohio Oklahoma Oregon Pennsylvania Rhode Island South Carolina Texas Virginia Washington West Virginia Wisconsin Wyoming American Samoa Canal Zone Puerto Rico Trust Territory Virgin Islands